



**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
SCHOOL PSYCHOLOGY PROGRAM  
SPSY 722: ADVANCED CHILD ASSESSMENT  
4 Credit Hours (3 Class + 1 Lab)  
Summer 2020  
Mondays and Wednesdays: 5:00-8:00**

**Instructor:** Charles Barrett, PhD, NCSP

**Teaching Assistant:** Kate Long, MA; [klong22@masonlive.gmu.edu](mailto:klong22@masonlive.gmu.edu)

**LAB location and time:**

**Office phone:**

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**Office Hours:** By Appointment

**PREREQUISITES**

SPSY 709, SPSY 710, and SPSY 750; or PSYC 810 and PSYC 811; or with permission of instructor.

**CATALOG DESCRIPTION**

Provides comprehensive coverage of principles, strategies, and techniques in diagnostic assessment of children and adolescents with various conditions such as learning disabilities, intellectual disability, autism, attention difficulties, and emotional disturbances. Familiarizes students with diagnostic classification systems and special education eligibility process in schools. Notes: Open only to school psychology MA or EdS students.

**COURSE OVERVIEW**

This course will guide students to develop advanced understanding of psychological and educational testing used in the profession of school psychology.

**COURSE DELIVERY METHOD**

This course will be delivered in lecture and lab format.

## LEARNER OUTCOMES AND OBJECTIVES

This course is designed to enable students to do the following:

1. Understand the federal, state, and local legal requirements as well as professional ethical guidelines that determine assessments to use
2. Articulate the difference between DSM-5 diagnoses and educational disabilities and how these apply to the practice of school psychology
3. Explain Basis for Committee Decisions (BCDs) that provide local definitions of educational disabilities
4. Understand the principles of psychological assessment and cross-battery assessments as they are used for diagnostic and prescriptive purposes
5. Learn supplemental assessments used in the practice of school psychology
6. Administer, score, and interpret a variety of tests
7. Increase understanding of fair assessment practices for diverse populations
8. Communicate assessment results, both orally and in writing
9. Explain different eligibility models (e.g., discrepancy, Response to Intervention (RtI), basic psychological processing disorders)
10. Choose appropriate assessment procedures for identifying educational diagnoses of Intellectual Disability (ID), Specific Learning Disability (SLD), Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), and Emotional Disability (ED)
11. Understand uses for and how to perform progress monitoring and curriculum-based assessment procedures
12. Select relevant evidence-based interventions based on assessment results.

## PROFESSIONAL STANDARDS

This course contributes to the development of knowledge and skills in the following National Association of School Psychologists (NASP) professional standards:

Standard	Name	Element	Name
2	Data Based Decision Making		
4	Direct and Indirect Services: Student Level Services	4.1	Interventions and instructional support to develop academic skills
		4.2	Interventions and mental health services to develop social and life skills
7	Diversity in Development and Learning		

## REQUIRED TEXTS

Brown-Chidsey, R., Bronaugh, L., & McGraw, K. (2009). *RTI in the classroom*. New York, NY: Guilford Press

Flanagan, D. P., Ortiz, S., & Alfonso, V. C. (2012). *Essentials of cross battery assessment*. Hoboken, NJ: John Wiley & Sons, Inc.

Lichtenberger, E., Mather, N., Kaufman, N. & Kaufman, A. (2004). *Essentials of assessment report writing*. Hoboken, NJ: John Wiley & Sons, Inc.

Mascolo, J. T., & Alfonso, V. C. (2014). *Essentials of planning, selecting, and tailoring interventions for unique learners*. Hoboken, NJ: John C. Wiley.

## Also Recommended: ONE textbook that covers Psychodiagnostic assessment, likely from a previous course. Examples:

Sattler, J. M. (2014). *Foundations of behavioral, social and clinical assessment of children* (6<sup>th</sup> Ed.). San Diego, CA: Jerome M. Sattler, Publisher.

## Other Good Resources (not required)

Canter, A., Paige, L., & Shaw, S. (Eds.) (2010). *Helping children at home and school*. Bethesda, MD: NASP.

Minskoff, E., & Allsopp, D. (2003). *Academic success strategies for adolescents with learning disabilities and ADHD*. Baltimore, MD: Brookes.

Naglieri, J. A., & Pickering, E. B. (2010). *Helping children learn* (2<sup>nd</sup> Ed.). San Antonio, TX: Pearson.

## COURSE PERFORMANCE AND EVALUATION

Students are expected to submit all assignments on time in the manner outlined by the instructor.

This course is comprised of interactive/lecture and lab meetings. Reading assignments for lecture topics should be completed before the date listed. Occasional written reflections may be required.

Each student will be required to:

- (1) **Attend class and participate:** Each student is expected to attend all classes and labs and to be prepared to ask questions and participate in discussions.
- (2) **Lab:** Complete required assignments for the lab and participate in the lab final examination. Note: The lab grade will be based on participation and the accuracy of scored protocols.
- (3) **Final Quiz:** Complete a short multiple-choice test on the last day of class that will assess familiarity with the assessments discussed and their uses;
- (4) **Eligibility Presentation:** During the first week of class you will select (randomly) an educational disability category. During the semester, you will become the class expert on this disability. Over the course of the semester, you will want to pay close attention to classes in which we discuss your disorder. Research your disability both in class and filling in with your own research to identify stereotypical developmental history, behavioral and cognitive characteristics, possible assessment results. On the last day of class,

you will be required to present your case to the class Eligibility Committee. For these presentations, non-presenting classmates will take on the roles of members of a typical school-based Eligibility Committee and participate interactively in the presentation of your case. You will also be required to write a comprehensive report for the student. The report should include the following information, which will be provided to all students: background information, behavioral observations, tests administered, results, summary, diagnosis/educational disability classification, and *at least three recommendations relevant for your findings*. You should also review three articles re: assessment, diagnosis or treatment for your assigned disorder, and include citations for these in your report.

**GRADING**

**Final grades will be based on the following weighted assignments:**

Percentage	Assignment
25	Attendance and contributions to class discussions
25	Lab: Attendance, participation and demonstration of competence (via scoring) on selected assessments
25	Final Quiz
25	Eligibility Presentation: Oral and written report of selected cases

**GRADING SCALE**

**Please note: A course grade less than B- requires that you retake the course. A grade of F does not meet requirements of the Graduate School of Education. Students must maintain a minimum GPA of 3.0 [B average] to remain in good academic standing.**

Final Course Grade	Percentage Points
A+	99-100
A	93-98
A-	90-92
B+	87-89
B	83-86
B-	80-82
C	70-79
F	Below 70

**PROFESSIONAL DISPOSITIONS**

Students are expected to conduct themselves in accordance with relevant laws, standards of professional practice, ethical principles of psychologists, and policies of the university, college, division, GMU Cognitive Assessment Program, and the GMU Center for Psychological Services. Students who have questions about these expectations should consult with the instructor, clinical supervisor, or program director.

See also <https://cehd.gmu.edu/students/polices-procedures/>

**CLASS SCHEDULE**

<b>CLASS DATE</b>	<b>TOPICS</b>	<b>READING*</b>
<b>1</b> <b>6.1</b>	<p><b>Course Introduction, Plan, and Syllabus</b></p> <p>Charting the course:            What is required by law?           <ul style="list-style-type: none"> <li>• Federal Law</li> <li>• Virginia Regulations</li> </ul>           What is required by the profession of school psychology?           <ul style="list-style-type: none"> <li>• Ethical Behavior</li> </ul>           What is required clinically?           <ul style="list-style-type: none"> <li>• DSM-5 Diagnoses</li> <li>• Educational Disabilities</li> </ul> </p>	<ol style="list-style-type: none"> <li>1. <a href="#">IDEA 2004</a></li> <li>2. <a href="#">Virginia Regulations</a></li> <li>3. <a href="#">NASP Principles for Professional Ethics</a></li> <li>4. BCD Special Education Disability Criteria – Review at least one category</li> <li>5. Read the introduction to diagnosis in a textbook of your choice</li> </ol>
<b>LAB 1</b>	<p><b>Introduction</b>  <b>Academic Achievement Assessments</b></p>	<p><b>READ THE INTRODUCTORY CHAPTER IN THE MANUAL OF ONE OF THE MAJOR ACHIEVEMENT ASSESSMENTS: KTEA-3, GORT-5, OR VMI-6</b></p>
<b>2</b> <b>6.3</b>	<p><b>Identifying Specific Learning Disabilities</b>  <b>CHC Constellations</b>  <b>Information Processing Assessments, Part 1</b></p>	<ol style="list-style-type: none"> <li>1. Review CHC Theory and 7 Broad Ability Domains (e.g., WJ-4 manual)</li> <li>2. Read the BCD for Specific Learning Disability</li> <li>3. Read the introduction to one of the following manuals: DKEFS, NEPSY-2, TAPS-3 OR WRAML-2</li> </ol>
<b>LAB 2</b>		<p><b>SEE LAB 1</b>  <b>ABAS-3 AND VINELAND-2</b></p>
<b>3</b> <b>6.8</b>	<p><b>Identifying Specific Learning Disabilities</b>  <b>CHC Constellations</b>  <b>Information Processing Assessments, Part 2</b></p>	<ol style="list-style-type: none"> <li>1. Read the introduction to another manual: DKEFS, NEPSY-2, TAPS-3, or WRAML-2</li> </ol>
<b>LAB 3</b>		<p><b>SRS-2, CARS, AND NEPSY SOCIAL PERCEPTION SUBTESTS</b></p>

		<b>DUE: SCORING FROM LAB 1</b>
<b>4</b>	<b>Assessments for Cognitive Disabilities</b>	<ol style="list-style-type: none"> <li>1. Review BCD for Intellectual Disability</li> <li>2. Read the introductory chapter in the ABAS-3 or Vineland-3 manual</li> <li>3. Read the introductory chapter in Conners-3 or BRIEF manual</li> </ol>
<b>6.10</b>	<b>Assessments for Developmental Delays</b>	
<b>LAB 4</b>		<b>CTOPP-2 and TAPS-4</b>
<b>5</b>	<b>Assessments of Social Emotional Development</b>	<ol style="list-style-type: none"> <li>1. Read the introduction to the SRS-2 manual</li> <li>2. Review the NEPSY-2 manual description of Social Perception Subtests</li> </ol>
<b>6.15</b>	<b>Autism Spectrum Disorders</b>	
<b>LAB 5</b>		<b>DKEFS, BRIEF-2, CPT, AND NEPSY ATTENTION CLUSTER</b> <b>DUE: SCORING FROM LAB 3</b>
<b>6</b>	<b>Determining Eligibility</b>	<ol style="list-style-type: none"> <li>1. Read two (2) journal articles about Rtl, ability-achievement discrepancy, or basic psychological processing disorders by an author of your choice</li> <li>2. Brown-Chidsey, Bronaugh, &amp; McGraw: Introduction and Chapter 2</li> <li>3. <a href="#">Clarke: CBM Review</a></li> </ol> <p><b>Rtl vs. Discrepancy Discussion – students should be prepared to support one of the following perspectives: Rtl, ability-achievement discrepancy, or another model of identification (e.g., basic psychological processes/PSW)</b></p>
<b>6.17</b>	<ul style="list-style-type: none"> <li>• Response to Intervention (Rtl)</li> <li>• Ability-Achievement Discrepancy Model</li> <li>• Curriculum Based Measurement</li> <li>• Standardized Achievement Testing</li> <li>• Rtl: Progress Monitoring: What is it? How do I do it?</li> <li>• Comprehensive Assessment: How does this fit in?</li> <li>• Getting to Chicago: Conceptualizing the Road Map</li> </ul>	
<b>LAB 6</b>		<b>SEE LAB 5</b> <b>DUE: SCORING FROM LAB 4</b>
<b>7</b>	<b>Collecting Data on the Road to Chicago</b>	<ol style="list-style-type: none"> <li>1. Review Clinic Intake form</li> <li>2. Review: Intake interviews from a text of your choice</li> <li>3. <a href="#">Observation Methods</a></li> <li>4. <a href="#">Decision Trees for Assessment choices</a></li> <li>5. Flanagan, Ortiz, and Alfonso: Chapters 1 and 2 (pp. 45-65)</li> </ol>
<b>6.22</b>	<ul style="list-style-type: none"> <li>• Interview Data – What’s Important? Do and Don’t Do</li> <li>• Behavioral Observations</li> </ul>	
<b>LAB 7</b>		<b>CATCH UP, REVIEW, AND PULLING IT TOGETHER</b>

		DUE: SCORING FROM LAB 5
<b>8</b>	<b>Looking for Patterns: CHC and Achievement Testing</b>	<ol style="list-style-type: none"> <li>1. Brown-Chidsey, Bronaugh, and McGraw: Chapter 5</li> <li>2. Flanagan, Ortiz, and Alfonso: Chapter 4; see tables on pp. 96-111</li> <li>3. Sattler Chapter 17: Assessment of Learning Disabilities</li> </ol>
<b>6.24</b>	Choosing your test battery: Cross Battery Assessments  <b>Identifying Learning Disabilities: What are they?</b> <ul style="list-style-type: none"> <li>• RtI</li> <li>• CHC and Cognitive Processing Deficits</li> </ul>	
<b>9</b>	<b>Direct and Indirect ADHD Assessments</b>	<ol style="list-style-type: none"> <li>1. Read an article about ADHD</li> <li>2. Read DKEFS, NEPSY or BRIEF manuals: Chapter 1 (see Lab 5 assignment)</li> <li>3. Sattler: Chapter 15</li> </ol>
<b>6.29</b>	<b>Identifying Attention Deficits</b> <ul style="list-style-type: none"> <li>• ADHD</li> <li>• ADD</li> <li>• Attention Dysregulation</li> <li>• Old and New Theories</li> <li>• Executive Function Disorders</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Continuous Performance Tests</li> <li>• DKEFS, BRIEF, NEPSY, and behavioral surveys</li> </ul>	
<b>10</b>	<b>Special Populations</b>	<ol style="list-style-type: none"> <li>1. Sattler: Chapters 18 and 22</li> <li>2. <i>Scheirs and Timmers: Differential Diagnosis</i></li> <li>3. Read a current journal article about the diagnosis or educational implications of TBI</li> </ol>
<b>7.1</b>	Intellectual Disabilities and Multiple Handicaps  <b>Autism Spectrum Disorders</b> Definition, Assessments and Profiles  <b>Traumatic Brain Injury: Basic Neuroanatomy</b>	
<b>11</b>	<b>Special Populations</b>	<ol style="list-style-type: none"> <li>1. Sattler: Chapters 20, 21, and 24</li> <li>2. <i>Assessments used with preschool population</i></li> </ol>
<b>7.6</b>	Hearing and Vision Impairments Preschool Population	

<b>12</b>	<b>Identifying Emotional Disabilities and Behavior Disorders</b> <ul style="list-style-type: none"> <li>• DSMV Diagnoses</li> <li>• Commonly used assessments</li> <li>• Alternative assessments</li> <li>• Monitoring behavior interventions</li> <li>• Drawings</li> </ul> Assessments that are culturally sensitive and linguistically appropriate	<ol style="list-style-type: none"> <li>1. Roberts Apperception Test Manual: Chapter 1</li> <li>2. Exner (2001) Rorschach Workbook for the Comprehensive System: Chapter 1</li> <li>3. Sattler: Chapter 14</li> <li>4. Kaufman, Ortiz, and Alfonso Chapter 5: Culturally and Linguistically Diverse assessments</li> </ol>
<b>7.8</b>		
<b>13</b>	Linking Assessment to Interventions Report Writing: Pulling it all together	<ol style="list-style-type: none"> <li>1. Find two (2) recent journal articles re: interventions for your eligibility category</li> <li>2. Brown-Chidsey, Bronaugh, and McGraw: Chapters 6, 7, 8, and Appendix C</li> <li>3. Lichtenberger et al: Chapters 5, 6, and 8</li> </ol>
<b>7.13</b>		
<b>14</b>	<b>Eligibility Presentations</b>	<b>ELIGIBILITY REPORT  QUIZ</b>
<b>7.15</b>		

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

### Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.



## GMU Policies and Resources for Students

### Policies

- Students must adhere to the guidelines of the Mason Honor Code <https://catalog.gmu.edu/policies/honor-code-system/>
- Students must follow the university policy for Responsible Use of Computing <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### Campus Resources

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.